**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.OA, 2.NBT**  **The Envision Lesson: 2-7** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Materials: ten-frame, counters | Addend, sum, addition equation, ten-frame |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| -Review addition facts to 18, patterns, different ways to make 10  -Do you remember how you use a ten-frame and counters to find 9 + 5?  -Use a ten-frame and counters to model and solve 9 + 2. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  -Show how you can use what you know about making a 10 to find 8 + 5.  -Show how you can make these two numbers easier to add.  -Look at the ten-frames. Why do you think 2 counters are moved?  -When those counters are moved, how many are left in the bottom?  -How does knowing the sum of 10 + 3 help you find the sum of 8 + 5?  -How do you know that the sums are the same? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  -Put 8 counters on the first ten-frame, and 6 counters on the second ten-frame.  - Move the counters on the ten-frame to make a 10, then add.  -How does this help you?  -Explain your thinking. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  -Write an addition story about 8 + 7. Show how to solve the story by making 10.  Use pictures, numbers, or words. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.  Computers  Center Activity 2-7, on-level and advanced | |
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| **HOMEWORK** | |
| Spiral Review 2-7 | |